

The Scottish Centre for Children with Motor Impairments



Craighalbert Centre
Enabling Children to Achieve

Admission Policy and Procedures: Information for Parents and Carers

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Thank you for taking an interest in Craighalbert and taking the time to read our Admissions Policy.

This document outlines the services offered by Craighalbert and the admission criteria for each. We know that neurological conditions such as cerebral palsy, Rett syndrome and other complex communication, learning, health, and care needs vary greatly from child to child. Our aim is to provide clear, accessible information to help you understand which of our services may best support your child.

We appreciate that this can feel overwhelming, particularly if your child is under five and you are still in the early stages of understanding their needs. Please remember that you do not need to navigate this alone. If you would like to discuss any aspect of our provision, or if you are unsure which service might be appropriate, we warmly encourage you to get in touch. Our team will be happy to offer personalised guidance and support.

The first point of contact for all enquiries is on our website which can be found by scanning the QR code or clicking on the link below.



[Craighalbert Centre | The Scottish Centre for Children with Motor Impairments | Cumbernauld](#)

Please note that admission to our Nursery, Primary and Secondary classes requires approval from your local authority through the Placing Request process. We are very happy to talk you through what this involves and how we can support you with it.

If you have any questions about admissions or would simply like to learn more about our work, please contact us using the QR code above.

We look forward to supporting you and your family.

Yours sincerely,
Craighalbert

Introduction

Craighalbert is a specialist centre offering education, therapy and early intervention for children and young people with complex communication, learning, health and care needs.

This Admissions Policy explains how children access:

- Our Early Intervention Programmes for ages 0–5 years, and
- Our School placements for ages 3–18 years

This policy explains how admissions to Craighalbert are managed. It is written in simple, accessible language and is guided by the principles of the United Nations Convention on the Rights of the Child (UNCRC). In particular, we uphold:

- Article 3 – the best interests of the child must come first
- Article 12 – children have the right to express their views and be listened to
- Article 23 – children with disabilities have the right to special care and support
- Article 28 & 29 – children have the right to an education that develops their abilities and personality to the full
- Article 31 – children have the right to play and have fun.

Across all areas of our work, children's rights, wellbeing and dignity sit at the heart of every decision.



Early Intervention Programmes (Ages 0–5)

Who the Programmes Are For

Craighalbert offers specialist Early Intervention Programmes for children in Scotland aged 0–5 years who:

- Are at risk of developing a neurological condition, or
- Have a suspected or confirmed neurological condition

This early-stage support is designed to help families understand their child's needs and to give each child the very best start in life.

Each programme provides a blend of expert guidance, early learning support and practical strategies to help your child thrive during these crucial early years.

How to Access Early Intervention

Our team work together to provide highly personalised support targeting learning, therapy and health. For more information on each programme offered, please scan the QR code or click on the link.



[Early Intervention | Craighalbert](#)



Who We Support

Our all through school provides placements for children and young people aged 3 to 18 years who have complex communication, learning, health and care needs.

Children currently attending our nursery and school have been diagnosed with a neurological condition, such as:

- Acquired Brain Injury
- Bilateral Polymicrogyria Cerebral Palsy
- Rare Genetic Conditions
- Rett Syndrome
- Syndromes Without a Name
- Tuberous Sclerosis Complex

Our highly specialised teaching, therapy and health care are designed for learners whose needs arise from neurological difficulties affecting communication, movement, learning and overall development.

Who We Cannot Support

Although we aim to support as many families as possible, we are not able to meet the needs of children or young people whose primary diagnosis is:

- Autism
- ADHD
- Down's Syndrome
- Dyspraxia
- Another neurodivergent condition

This is because our programmes and resources are designed specifically for learners with complex neurological conditions.

Types of Placements

We offer two models of attendance:

Full-Time Placement

The child or young person attends Craighalbert for the whole school week.

Partnership Placement

The child attends Craighalbert on a part-time basis as part of a partnership placement, individually planned to meet the needs of the child and to suit the circumstances of their family.

This flexible model supports continuity, inclusion and the child's best interests.

A Through-School Setting

Craighalbert is a through-school, which means children can move smoothly from:

- Nursery
- To Primary
- To Secondary

within the same supportive and familiar environment.

Pupils may continue through each stage as long as Craighalbert remains the best place to meet their communication, learning, health and care needs.



Admissions to the School (Ages 3–18)

Admission to our school is based on three essential steps:

Multi-Disciplinary Assessment

Our learning and development team made up of teachers, therapists and health professionals carry out a detailed assessment to confirm whether Craighalbert is the very best place to support your child's learning, communication, health and care needs.

This may include:

- Reviewing reports
- Observing your child in their current setting
- Observing your child in our setting
- Meeting parents/carers
- Considering the child's own views

Placing Request

A formal placing request must be submitted to the local authority in which the child is resident.

Individualised Placement Agreement

The child's home local authority must agree:

- The Individualised Placement Agreement
- The associated placement fees

A school place can only be confirmed once these are finalised.

Decision-Making Principles

We will offer a place when:

- A multi disciplinary assessment has been conducted
- The child's needs match our specialist provision
- We can meet their needs safely and effectively Admission is in their best interests (UNCRC, Article 3)
- We have an appropriate space available.

A place may not be offered if:

- The child's needs fall outside our area of expertise
- The environment or staffing cannot safely meet their needs Admission would not be in the child's best interests.

All decisions are made with respect, transparency and compassion.

Transition into Craighalbert

Once a school place is confirmed, we work with families to create a personalised transition plan, which may include:

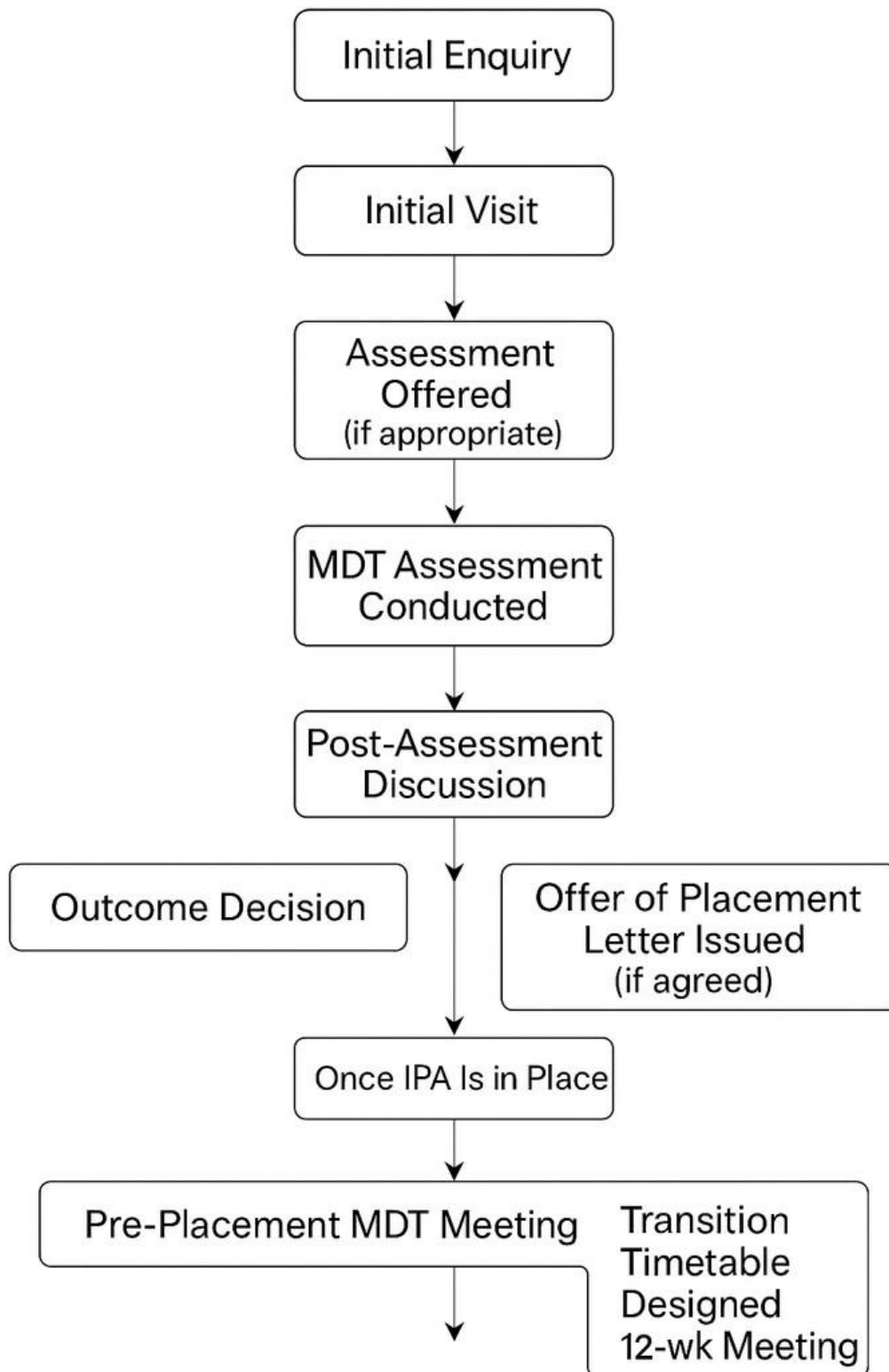
- Short familiarisation visits
- Meetings with key staff
- Sharing detailed communication, medical and care information
- Gradual settling-in if needed

We aim for a calm, supportive and child-centred start.

For more information on the school, please scan the QR code or click on the link below.



What the Timeline Looks Like;



After 12 weeks of starting a placement at Craighalbert, a 12-week MDT Review meeting will be held to review progress and discuss how the placement is progressing.

Commitment to Equality and the UNCRC

Craighalbert is committed to:

- Treating every child with dignity and fairness
- Making decisions based solely on the child's needs and best interests
Protecting and promoting children's rights (UNCRC Articles 2, 3, 12, 23, 28, 29 and 31)
- Ensuring no discrimination based on background, language, faith, gender, disability or family circumstances.

Policy Review

This policy is reviewed every two years or sooner if legislation or guidance changes.

Parents, carers and professionals are welcome to share feedback at any time.



Children's Rights and Wellbeing Assessment stage 1 – Screening

Name of Policy/Measure	Admissions Policy
Description of overall aims	<p>The purpose of this Admissions Policy is to ensure that every decision about access to our Early Intervention Programmes and school placements is fair, transparent and centred on the rights and wellbeing of each child.</p> <ul style="list-style-type: none"> • In line with UNCRC Article 3, all admissions decisions must place the child's wellbeing, safety, learning and long-term development at the heart of the process • Following UNCRC Article 23, the policy ensures children with complex neurological conditions receive the specialist care, support and educational opportunities they require to develop to their fullest potential • We recognise, in accordance with UNCRC Article 12, that every child has the right to express their views in ways best suited to their communication needs. Their thoughts, preferences and personal experiences must be considered as part of the admissions process • In line with UNCRC Articles 28 and 29, the policy aims to make sure that each child can access a learning and development programme that supports their abilities, nurtures their personality, and encourages independence, communication and confidence • Consistent with UNCRC Article 2, the policy ensures that decisions are made fairly, respectfully and without discrimination. All children and families are treated equally, regardless of background, gender, language, beliefs or circumstances • The policy aims to help parents and carers understand how admissions work, what support is available, and how decisions are

	<p>made—offering reassurance, transparency and respect throughout the process</p> <ul style="list-style-type: none"> • This policy supports the rights of the child by encouraging strong partnerships between families, professionals, local authorities and Craighalbert, ensuring decisions are collaborative and child-centred 		
What aspects of the policy / measure will affect children and/ or young people?	This policy shapes how children access our Early Intervention Programmes and school placements, ensuring that every decision is made in their best interests, supports their right to appropriate education and specialist care, and respects their views, needs and wellbeing in line with the UNCRC.		
What is the likely impact, direct/ indirect, of the policy/ measure on children and/ or young people?	<p>Positive</p> <p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p>	<p>Neutral</p> <p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p>	<p>Negative</p> <p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to comply with UNCRC obligations, requiring modification; it may have detrimental impact on children so should be withdrawn/ amended significantly</p>
<p>Which groups of children/ young people will be affected?</p> <p>Children and young people aged 0-19 who attend Craighalbert for education or early intervention programmes.</p>			
<p>Is a Child's Rights and Wellbeing Impact Assessment required? Explain rationale for this decision.</p> <p>Not required.</p> <p>Article 2 – Non-discrimination</p> <p>The policy ensures fairness and equal access based solely on the child's needs and the suitability of the provision. Decisions are not influenced by gender, race, language, faith, or family background.</p> <p>Article 3 – Best interests of the child</p>			

The admissions process requires detailed assessment to confirm that Craighalbert is the best place to support the child's development, learning and health needs.
Every admissions decision prioritises wellbeing and safety.

Article 12 – Right to be heard

Children are encouraged, where appropriate, to express their views in ways that match their communication abilities. Their preferences are considered in assessments and transition planning.

Article 23 – Rights of children with disabilities

The policy is designed specifically to ensure children with complex neurological conditions receive the specialist support, environment and expertise they are entitled to.
This includes access to personalised learning programmes, therapies, adapted spaces and multi-disciplinary care.

Article 28 & 29 – Right to education

The policy ensures access to education that supports each child's abilities, personality, independence, communication and wellbeing.
Partnership placements and through-school options promote continuity and stability.

Article 6 – Right to life, survival and development

The policy's focus on health, safety and multi-disciplinary assessment supports each child's development, enabling them to grow and thrive.

The policy has a strongly positive impact on children's rights and wellbeing.
It:

- strengthens access to early years support
- ensures fairness and transparency in school admissions
- centres children's rights, needs and best interests
- promotes specialist, high-quality education and care
- supports families navigating complex decisions.

There are no identified negative impacts on children's rights when the policy is implemented as intended.



Craighalbert Centre

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KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

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